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# The Strategies of Translators Training: A Review Paper

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## ABSTRACT

*Translator training has attracted more attention as a field in the recent two decades. Focusing on quality in translation is one of the most important textual semantic features. The present study was an attempt to briefly describe introduced and considered operational and practical translation strategies. The researcher introduced some confirmed and successful strategies in translation process training. To this end, first, a corpus of about 26 related literatures based on done studies on the strategies of translations and translators training were selected and analyzed. The finding of the study was a suggestion for designing a program, including the combined strategies of using executive and proper educational diagram related to translation: coding/decoding, read and translate, and based-problem. This program can hopefully be distinguished the study from others, especially if it is with capability of being online and intelligent.*

**Keywords**: educational diagram, error tracing, quality, translator training, strategy

## I. INTRODUCTION

### 1. Review of translation: definition and pioneers

Translation studies, as a multilingual research field, have improved from a profession into an interdisciplinary field affected by various dimensions of linguistics, comparative literature, communication studies, some ranges of cultural studies, historiography, psychology, and sociology (Mahdiyan, Rahbar, & Hosseini-Maasoum, 2013). Researchers from different theoretical backgrounds contributed to the development of the field with approaches that intended to shape the study of translation according to those diverse backgrounds. Through its long history in different parts of the world, translation practice and study have been dominated by the debate over the degree of translation equivalence, and degree of faithfulness. Dichotomies, such as 'word-for-word' versus 'sense-for-sense' or 'literal' versus 'free' translations have surfaced in many professional and academic circles (A review from Munday 2008, p. 19-22; Mahdiyan, Rahbar, & Hosseini-Maasoum, 2013).

In the 20th century, scientists focused on various aspects of the *translator training*. The importance of the textual competence was considered by Kumpulainen (2016) for transferring the character of the text into the target language which included remodeling the text structure, content, layout, etc. According to Gouadec (2007), computer based on professional translator should involve the combination of word processor, translation memory, terminology

management system and the Internet, translation tools such as subtitling, and localisation software or translation project management systems.

Translation is an activity that invariably involves at least two different languages as well as two diverse cultures and translators are therefore regularly faced with the challenge of how to effectively transform the cultural identity of the ST without distorting the intended meaning. Many researchers concur that the best way to successfully transform the cultural identity through translation is to understand the different aspects of the TL.

Lörscher (1991, p.76) defined translation *strategy* as "a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language to another." Baker introduced four types of translation *strategies*: using an idiom of similar meaning and form, using an idiom of similar meaning but dissimilar form, translation by paraphrasing, translation by omission (Baker, 1992, pp. 72-77).

## 2. Theoretical Framework

### 2.1. National background in using various strategy of translation

One of problems ahead of the translator is that a source language idiom may have no equivalent in the target language. Different languages are with different concepts in a different way which is particular to that language. According to Adelnia and Dastejdi's statement (2011) (suggested by Baker, 1992), a number of *strategies* to overcome this problem as follows: Using an Idiom of Similar Meaning and Form: by using this *strategy*, the translator tries to find an idiom in the target language which is equivalent to the source language both in terms of meaning as well as lexical items. This *strategy* is hardly achieved because languages differ radically in the way they identify a single concept. However, it is regarded as the ideal *strategy* for translating idioms; Using an Idiom of Similar Meaning but Dissimilar Form: in this case the meaning of the target idiom is the same as that of the original idiom, but the lexical items are different; Translation by Paraphrase: this *strategy* is most commonly used in the process of translating idioms in the cases that the translator cannot find any equivalents for the source idiom; Translation by Omission: the time that there is no close match between the languages' items or the time that the translator cannot find any equivalents, this *strategy* is used to completely omit the idiom from the target text. The last *strategy* is giving a literal translation of the target idiom. Of course the literal version of the idiom should be acceptable by the target readers and it should be lexically modified. In the case of not finding a proper equivalent, giving a literal translation is not always an easy task to do. Because the more literal a text is translated, the more confusion, it brings to the readers. According to a Newmark literal translation is translating an idiom by giving a word-for-word translation of the source language idiom, which most of the time results in unnatural or wrong rendering of idioms (1988, p. 69). There have been many scholars writing about various *strategies* to be used for rendering a text from L1 into L2 during the history of translation (Adelnia & Dastjerdi, 2011).

Training translators of LSP (language for special purposes) texts with method of one of the main media on improving thematic, linguistic and cultural competences of the students was carried out by Ilynska, Smirnova, and

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Platonova (2017). The researchers used the *strategy* of Bloom's revised taxonomy and European Master in Translation Network *translator training* competences. The method was tested on the students of "Technical Translation" which is a professional Master study program. The Analysis of popular LSP texts helped structure student background knowledge and developed student translators' advanced text processing.

China Accreditation Test is appropriate in assessing translators and even interpreters; in addition to checking translators' competences, it helps reliability, validity, practicality, fairness and washback by CATTI which is including types of test items, test content, evaluation rubrics, and so on. This way has been introduced by Zou and Wu (2015). Wafting procedure in an Intermediacy model of translation is a presented idea by Alireza Akbari (2011) in which is stated how to choose the right equivalence in various situations; it helps the translators to choose for the approximate equivalents to the intended text (Akbari, 2013). Farrokh (2011) analyzed EFL learners' linguistic errors as a procedure to find out intended evidence about the most frequent linguistic errors from Iranian translation trainees. This way may help material designers for choosing and as well as using an appropriate pedagogical method.

Khoshsaligheh and Karimdadian (2011) in their study attempted to uncover the role of scaffolding in translation among Iranian students. This study discovered to what extent the teaching *strategy* of the scaffolding can be fruitful and delineated the differences between teaching translation with /without teachers' scaffolding to elaborate on the impact of scaffolding on translation students' expectations and needs.

It seems that scaffolding and having peer correction can help learners to have a better knowledge and experience during training courses, making them psychologically motivated. However, students face numerous problems in translation, i.e. finding the exact equivalent of words and phrases as they are used in their first language. The product of their work is not comprehensible enough and there are many errors in their translations.

Farahzad, Azhideh, and Razmjou (2011) indicated that incorporating teaching cultural translation theories had the positive effects on translation *quality* of translator trainees in our universities. She used the "*read and translate*" *strategy* (Davies, 2004) which is the most common *strategy* used in the translation classes. Based on the findings of this study, teaching cultural translation theories in translation classes is practical and efficient to improve the *quality* of students' translations. The researcher of the present study refers to cultural awareness of the cultural references in the text which is different in each translator. Encountering cultural bias can be one of the basic problems in the mentioned study to transfer intended references in the target language.

### 2.2. International background in translator training

Bassent (1997) asserted that being familiar with two cultures for a successful translator is more important than being mastered two languages; because language is as an exchange of two cultures background. To make an accurate and a reasonable translation, translator should place the language in the appropriate cultural background and shift the cultural situation from their community to that of the target culture in translation. Therefore, the unproblematic *trans-coding* process is suggested for translators by the researcher to engage with the multidimensionality of texts.

Seguinot (1989) introduced three global *strategies* used by the translators, including: (a) translating without interruption for as much as possible; (b) correcting the surface slips immediately; (c) without monitoring for qualitative or even stylistic mistakes in the text for revising whole steps. Löescher also defined translation *strategy* as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it." (1991, p. 8).

Such procedures have been sometimes criticized because according to the searcher' point of view, there is even a lack of consensus as to what name should be given in these categories (procedures, techniques, *strategies*, or methods). The procedures sometimes overlap, they only catalogue differences in terms of language and not usage, and they focus on translation results rather than on the translation process.

Another study which was carried by Haghshenas (2012), investigated the *strategies* adopted by Persian translators to render the symbolic meaning of animals in children's literature. Data for this study in Western and Persian culture were investigated in twelve western children books and their Persian translations. Data were categorized into two main domestication and foreignization translation groups, based on Venuti's (1995) categorization of translation *strategies*, to see which *strategy* is a more preferred *strategy* among Persian translators of children's literature. The results showed that most of the Persian translators tend to make use of foreignization *strategy* for translating these cultural terms.

Since the translation *strategies* is based on problem-centered and text-manipulation, translators use them when they encounter a problem or literal translation is not useful; therefore, the *strategies* such as foreignization and domestication, which are two important *strategies* of translation, for example,  in rendering idioms in novels from a source text language to a culture-specific target-text one, must avoid a word-for-word rendering of idioms because it is absolutely unacceptable or even sometimes nonsense. Some idioms cannot make proper equivalent idiomatic expressions in the target language. Translators require enough skill in relation to using operational *strategies* to have culture-specific idiomatic content for figures of speech especially challenging. Localization *strategy* is also linguistically and culturally proper to the target language, region, and country. This is a time-consuming procedure to design interdisciplinary curriculum that other translators and tutors will be involved in their educational collaboration and a step by step procedure akin to the presence of teachers of different departments.

Based on Skyba's point of view (2015), nowadays; translators' training institutions implement the best teaching methodology which is new challenge of modern multinational/multicultural society. Skyba reviewed the variety of *translator training* programs in Ukraine and the USA and presented the analysis of the innovative and popular training approaches that are currently popular in the educational community in his work. These various translators' training programs including: short and long, full-time and part-time were matched with the university system and were mostly new and oriented on the professional skills constructing. The following teaching procedures that "are currently used in the translators' training process: profession-based, learner-centered, social constructivist, and interdisciplinary" (Skyba, 2015, p. 1).

Syllabus and curriculum designers must be aware new informational technologies that consider the demands of new specialized and globalized society. Moreover, translators must have expertise in using long, full-time educational programs because losing students by particular conditions may be happened during the courses which with the help of design of virtual classes can decline these problems somewhat. Based on Salehi, Shojaee and Sattar's study (2015), developing the Information Communication and Technology and E-learning courses in education is leading to some chances for improving the different levels of the process of information in universities.

Kudła (2018) carried out a study on an online localisation platform Crowding for the training of the future translators of universities and in private courses or workshops. The information was including the user experience of the author and also used the sample of the Khan Academy project performed on this platform with commercial CAT software which is applied for translation training. This project indicated that such translation tools can be used in various *translator training* contexts sue to its translation memory, glossary, or auto-population. It is accessibility and free of charge for the translators which operates via a Web browser with Internet access only by paying for the use of the portal.

It is hard for students to avoid cultural, situational, semantic, or grammatical errors. It is crucial to use different *strategies* which are compatible to this tool. Applying patterns for translating every segment in the content of the tool needs high precision and the proper *quality* in localisation.

Fernández-Parra (2016) in her study indicated that Computer-Assisted Translation (CAT) tools have an important role in the curriculum of many university *translator training* programs. The range of the usefulness of CAT tools was considered in this study. The study result contributed to improve the language learning experience in translators. The study of Yazici (2016) was based on related discussion on translation problems through two parts: the barriers in translation procedures and; the impact of the *translator training* program to affect creative decisions of trainees. First, it focuses on considering linguistic skills from translation skills; second, on cultural differences and translatorial decisions; third, it studies the learning habits and translation competence of Turkish students; fourth, it fills in the gap between theory and practice for developing functionality of translations. This procedure supported international standards of translation in the *translator training* programs of Turkish universities and creativity for maintaining the message of the original text. *Translator training* programs were developed by linguistic proficiency because, second language was taught through translation in Turkey. They encounter cultural and linguistic barriers for improving teaching *strategies* in terms of contemporary theories. Cultural barriers are to reach meta-level thinking stage.

"The translator should be able to search for information, and critically evaluate it Dolynski" (2014, p. 1). Dolynski referred to the process of globalization for the profession of a translator. The mentioned procedure above cannot be sufficient for aspects of information technology training of future translators during the *translators' training* process at the universities. The use of computer technology contributes the *quality* of education during the professional activity. Therefore, adding the technology to the educational program system is felt as a useful need.

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*Encoding/Decoding strategy* was emphasized by Hall (1973/1980) in the political to help the political dimensions of communication as translation. The meaning is encoded in the TL by the exiting decoded meaning in the SL (Owji, 2013, p. 2). Then, such strategy will indicate how metaphorical concepts can be translated trough organizing the meaning of the text (Murdock, 2016, p. 1). When the meaning and semantic terms were understood, translators can encode them in the form of the text of the translation (Jensen, 2008, p. 17).

3. **Translation quality and translators' skills**

Marcia, who argued about an approach of the assessment of students' translation assignments by the theory of multiple intelligences, indicated that such approach was based on two main *strategies*: "(i) diversity of forms of assessment, offering learners the opportunity to have their performance assessed in ways which are compatible with their more developed intelligences, and (ii) interaction and negotiation between not only teacher and learners, but also among peers, to allow for the interchange that different proposed meanings and solutions require" (p. 1). The most traditional *translator training* method involved the discussion of translations previously made by the students in the classroom. As a formal evaluation, one of the most common methods in *translator training* programs had been the assessment translation of a short text in the classroom, resorting to dictionaries and glossaries, or using pen and paper. Translator's skill was comprehension of the source-language text, translation *strategies* and writing in the target language. Translator's competence was also limited to language skills (Marcia, 2011, p. 1).

Based on Robinson, López Rodríguez and Tercedor Sánchez's declarations (2006), Self-assessment takes as a process into account that enables students to boost their own performance and responsibility for their learning. The advent of e-learning has provided opportunities to put about *translator training* towards enhancing the *quality* of learning. Modern instructions in pedagogical track are especially appropriate for *translator training*. E-learning course design based on self- and peer-assessment along with a moderator (tutor) needs the application related to criterion-referenced descriptors for rating scale. Thus, the students will have a positive perception of the new learning/teaching design which is responsible for increasing important aspects of the translation process.

Aubakirova (2016) analyzed the problems of contemporary professional education in his study, which was based on an examination of the developmental scheme for training professional translators. Competence approach was used for training a modern specialist in this study. The study result demonstrated the relevance of the translation profession and the importance of expert translators such a professional *quality* as translators' competence. The problems related to developing criteria for control of the translation *quality* was studied and the various opinions of scientists on the combined systems of assessment were presented on the criteria for evaluating the *quality* of translation services from Russian. This study showed that this way can be productive to be used in the process of translators training.

Based on the researcher's opinion, the translator's professional and psychological conditions may be with a direct influence on the translated text so that the personal factors for many of the differences between various translations of the same source are sophisticated. These factors can be classified into three main

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types: personal competence, personal attitudes, and personality traits; moreover, other factors also affect translation. As a result, the findings of mentioned study cannot be generalized to other genres such as persistence of acquired skills and control of whole internal/external factors. There was no instance of the application of this *strategy* in the mentioned study.

Dohun and Taejin (2018) suggested teleconferencing tools for student-centered transition learning. Since active international student exchange programs have been stimulated for tandem learning in many parts of the world, this pedagogical model was performed based on a mutual language exchange among tandem partners. Tandem learning can facilitate the acquisition of authentic language by paired tasks/peer tutoring. This procedure enhances translation skill and translation *quality* when co-translators are the native speakers of the source and target languages. This study investigated a comparison between a traditional translation classroom and a tandem one to find out effective tandem *strategies* for *translator training*.

It can be said that teleconferencing tools are more appropriate for native speakers, interpreters or oral translations than translators. It can be linked or combined with translation tools such as SDL Trados, Q translate, Ace Translator, Client for Google Translate, and so on. A translator' role is initially based on a number of requirements which must be met as an individual attempting a translation and be articulated its concept of competence. This tool provides as a long-time learning process. By formal education with the help of experience requirements, it can gain enough potential for enhancing translators' professional training and revising their translation.

The translators were lucky enough that live in big cities; they could access to the translator training facilities in universities and colleges. For example, the absence of vocational training at Polish universities was a common complaint from students. It was a problem in the translation pedagogical system. Technological change into curricular practice was too unclear and no computer labs were available in which students could be taught. Most of electronic skills are not seen as part of translation competence; they aren't same with the prime purpose of our teaching. Innovation and e-learning in *translator training* can be caused an interaction between translator and interpreter training (Kearns, 2006).

It should be noted that, colleges or universities in every country need to access technological designs for helping trainers and they also must focus on the differentiation between the types of the translators; for example, legal translators, medical translators, technical translators, and so on (García -Izquierdo & Conde, 2012). Technical methods in training the translator can improve the use of certain documentary tools, such as manuals, thesauri, even electronic devices; and implementation of technological designs requires both skill and experience topside pedagogy. Technological designs can enhance the skills of translators so that they can combine terminological-lexical and conceptual aspects.

Since pedagogical *strategies* are student-centered, the training process should enable students for the skill of decision-making so that by greater awareness and knowledge, translators will have more efficient choices. In an online translation software, there will be less the presence of the teacher (teacher's input) and

the students can explore required words, phrases, or sentences, and the teachers can easily monitor and respond to their questions (Mitchell-Schuitevoerder, 2014).

## 3.1 Assessment of the translation quality by the trained translators

Two main *strategies* of diversity of forms of assessment for assessing performance, which is compatible with more developed intelligences, and interaction and negotiation between teacher and learners or among peers for interchanging different proposed meanings. Translator's skill was comprehension of the source-language text, translation techniques, and writing in the target language (Aparecida Martins, 2011).

To assess the quality of translators' translations, some translation skills tests can be used. Assessing strengths and weaknesses points in doing tasks by translators makes *quality* feedback. Teachers using classroom *strategies*, planning, and thinking on training can improve their professional status through focusing on evaluation of focused feedback acquired from created errors by students. To find the right target-language equivalents for the source text, assessing the translation skill of translators will be administered using the instruments such as questionnaire, interview, checklist, or others ways.

The goals of the novitiate in relating to evaluate the translator's task and *translator training* presented by Sīlis (2009) are:
  □ Testing professional and personal aptitude,
  □ Providing an opportunity to acquire professional skills in authentic working conditions,
  □ Translation of special intended texts,
 □ Collection of material relevant to the novitiate field,
  □ Acquisition of office works skills.

## 3.2 Error tracing and managing in translation by translators

Identifying the linguistic errors may help teachers and material designers choose an appropriate pedagogical method. A global error is one which involves the overall structure of a sentence and a local error is one which affects a particular constituent such as omission of prepositions (Burt & kiparsky, 1974). For example, omission and addition of plural "S", wrong selection of "words", and wrong selection of prepositions. The procedures of searching solutions to problems in a designed translation program can help us as an easy and precise way in the search of solution. Also, for error managing, providing the analysis the inputs, and comparing the results by using of digits, a translation program can be combined with an intelligent system.

Since the role of teaching methods and students' needs must be highlighted in the field of translation, translation errors have been discussed in many studies. Teachers utilized a number of key *strategies* to scaffold students during the implementation sections of the process in the Rea-Dickins's study (2001). Three major functions of scaffolding used by Rea-Dickins were including: contextualizing the words and sentences of the task, questioning/echoing *strategies* alongside alerting the students to potential difficulties, and offering language assistance and the correction of errors. Errors may be disregarded when they are not corrected. Iseni (2011) found the most useful

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*strategy* to correct errors by focusing on students' writings. O'Brien (2012) declared some models with a list of alternative *quality* evaluation procedures which are proper for translation *quality*. To form a more dynamic *quality* evaluation related to translation, the useful parameters and even sentiment cases can be incorporated together. Error-based models help to detect and classify errors for applying penalty points to be shown whether the translation meets a specific pass mark or not. The error-based QE models can evaluate *quality* on a segment to allow reviewers receive feedback on an intended segment through segment basis.

Based on the researcher's point of view, since there are a plenty of errors types, translators need to inform some more important types of error as introduced categories by some previous studies.

## II. CONCLUSION

The researcher drew conclusions from literature findings. Considering the aforementioned results, it is now possible to consider the empirical evidence and compare or contrast the present study in this phase with the similar ones to make the results more meaningful.

Convenient strategies of translator training can be used to solve translation problems in decision-making, context, content, structure, and implementation processes. Finding out the methodological or theoretical materials that are unknown to the instructor can help translators to identify general weaknesses and specific problems in translation training path. The result of this study can be useful to the translation trainers due to the suggestion of incorporation of strategies into translation courses and processes using educational diagram.

### 4.    Summary of the results

The primary purpose of this study was to investigate the *strategies* of translators training. The findings revealed that some of the *strategies* of translator's training were the most appropriate types of source language oriented. The translator did not need to use other *strategies* such as adaptation, retention, specification, Calque which translator could act more loyal to the source text; or shift which can satisfy the target culture audience. to make comprehension in the target language easier using *based-problem strategy* with regard to the fact that for instance, English and Persian culture are very different or the cultural, organizational, or governmental differences between for instance Iran and other countries. There might be some departments, organizations, or costumes in the source culture which are absent in the target culture. The analysis of the findings revealed that the most noticeable *strategy* can be introduced as a planned design of *based-problem* process for controlling and manipulating specific information for FL learner's *strategies*.

An applicable syllabus can clearly define the teaching method along with qualified instructors by a comprehensive course design in which the course goals and assessment procedures are set out. Curriculum planning *strategies*, planning for required conditions and decisions, and learner's outlines by analytical tools can improve specialized training processes along with a more precise assessment in translation. The use of group work in the training process of translation is a suitable way for diversifying the subject of *translator training*; the group of translation work can facilitate the development in the translator's experience, skills as well as linguistic competence (Roskosa &

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Rupniece, 2016). Thus, group work for instructional design which the required modules of the design can be instilled and named based on the study objective such as training in field of translation, math, or chemistry.

A regularly training diagram distinguishes the present study in using a particular *strategy* from others. To illustrate whether a specific designed instructional diagram has any significant effect on translation training or not, a combined *strategy* can be used and attached to the diagram to link other online educational applications for easily practicing. According to the researcher's point of view, the use of this *strategy* can greatly help instructional system for orientating the correct order of learning. The design of the diagram based on the excerpt translation models (offered by The International Society for Educational Technology, Dick and Carey, 1990) is useful for employing a variety of multimedia technology tools to design, create, and evaluate engaging learning experiences. Learning goals are specified in this *strategy*, and the meaningful segments are connected in sequence. The segments must be consisted of the correct way for translating and logically linked. To plan an executive design in order to segmentation of training procedures for Iranian *translator training* procedures, a translator must have enough knowledge and skill. The researcher can even use electronic way to display other relations between the modules. Sub-modules are linked together to become a separate, applicable, and editable module.

Module segmentation ⟶ Sub-module

A sample of an educational diagram designed and suggested by the searcher:
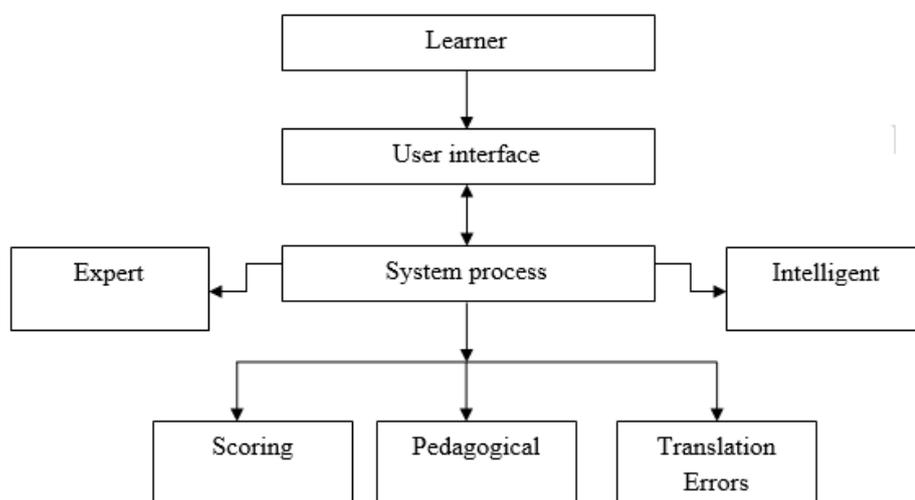


Figure 1: Modules of electronic feedback

It is necessary to say that modeling of the diagram and utilizing of it as step by step need rationale of training sessions, yet it is possible translators shirk one of the existing modules in the diagram since they have not usually an

observer. Translators almost are not similar to any branching model such as clustering or algorithmic ways. Therefore, collection of required data and corresponding of the parts related to each segment or module designed due to complexity in the ordering of material are rough. A segment of the task may be ignored by the translator which this case leads to drawback in the learning process. If translators tend to use the designed instructional diagram and they want to use from online training programs simultaneously, they must have access to the computer. The use of combined pedagogical tools and applications in the intended *strategy* may hopefully help overcome translation intricacies. This suggested *strategy* by the researcher can be converted to Self-learning procedure.

## 4.1. Pedagogical implications

- Translators can be equipped with needed knowledge regarding the cultural boundaries and the language of the original work for translating literature adequately and correctly. Translations are usually more faithful and successful when they are consulted with a native speaker of the source language text.

- A translation cannot be replaced as the original. It needs the foreignness of the source text in the translation, which can be appeared through using foreignizing *strategies*-transliteration, glossaries, footnotes or endnotes, and introductions/prefaces.

- Translators need to deal with the idiomatic expressions, proverbs, and cultural elements as the parts of the context they are used in, not as out-of-context lexical items which are isolated. They acquire conceptual/mental aspects of additional meanings that are considerable to the message.

Xu (2005) reviewed the history of translation training in China so that considered training program/methods/ as an advanced translation training method, and Translator Tests suggestions for improvement of training translators in China and accrediting the results. Translator's task is acted as an intermediary to facilitate understanding. Training at work is a way of training translators as well as the *quality* of translation training depends on translating materials. Instructors put stress on doing exercises and commenting on students' task. They let students do the homework using some theories and skills, then assign homework, and finally comment on students' task to get feedback and to identify students' problems in the translation process after the homework is assigned.

## 4.2. Suggestions for further research

- The application of Venuti's *strategies* is comparing different translators translating the same text as a comparative investigation could be insightful for the research in such field. The translation of different genres of texts through applying different *strategies* is practical for a specific translator.

- The awareness of language teachers from the effective *strategies* of the scaffolding aspects can develop the translation of students even for manipulating their process of learning.

- Future translators are suggested to compare different works translated using combined *strategies* and advanced models. This would help the research by showing the influences the foreignization or domestication of text or other *strategies* have.

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